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ABSTRACT

Information on the 27,430 degrees conferred in Connecticut colleges in 1985-1986 is presented, with attention to discipline and level of the degree and the recipients' gender and minority status. Trends include the following: completion rates at private colleges are higher than at public colleges; the number of bachelor's degrees continued to rise after a slight drop in the late 1970s; master's degrees also increased over the past 2 years, although numbers remained lower than they were 10 years ago; associate's degrees declined in recent years; doctoral degrees reached an all-time low in 1985-1986; professional program degrees increased slowly but steadily; business-related fields continued to be the most popular disciplines; the long decline in education degrees appeared to stabilize in 1985-1986; women earned 52.9% of all degrees in 1985-1986; women earned the majority of degrees at and below the master's levels, while men earned the majority of degrees in doctoral and professional programs. Policy implications of the degree-granting patterns are briefly addressed, including effects of the increased percentages of part-time students, the slight upturn in the number of education degrees awarded, and the decline in the number of associate and doctoral degrees awarded. (SW)

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Research Report R-1-87
May 1987

REPORT

ED283492

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

DEGREES CONFERRED BY CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION 1985-1986

Highlights

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Report

Research Report R-1-87
May 1987

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

DEGREES CONFERRED BY CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION 1985-1986

Highlights

- Degree production in Connecticut colleges and universities has remained relatively constant over the past five years with a total of 27,430 degrees awarded in 1985-86.

- A comparison of degrees awarded and full-time-equivalent enrollment suggests that completion rates at independent colleges are higher than at public colleges.

- The number of bachelor's degrees continued to rise after a slight dip in the late 1970s. Similarly, master's degrees increased over the past two years, although numbers remained lower than they were 10 years ago. Associate's degrees declined in recent years, and doctoral degrees reached an all-time low in 1985-86, dropping from a previous high of 580 in 1974-75 to 462 awards. Degrees in professional programs increased slowly but steadily, and awards of certificates remained much the same over the past decade.

- Business-related fields continued to be the most popular disciplines. All levels of business degrees accounted for 24.8% of total awards.

- The long decline in education degrees appeared to stabilize in 1985-86. At the bachelor's level, education degrees increased 1.1% over 1984-85. At the master's level, education degrees were up by 4.2% over 1984-85. Despite these gains, 29.6% fewer bachelor's degrees, and 18.3% fewer master's degrees, were awarded in 1985-86 than in 1981-82.

- Women earned 52.9% of all degrees in 1985-86, a proportion consistent with the past five years. Women earned the majority of degrees at and below the master's level. Men earned the majority of degrees in doctoral and professional programs.

- These patterns and trends suggest the following policy implications: (a) Fewer awards in programs of two years or less and at doctoral levels could contribute to shortages of qualified applicants for entry-level and advanced positions. (b) Increasing percentages of part-time students may slow degree production, since these students take longer to complete programs of study. (c) The continued overall growth in business-related fields may create over-supplies of job applicants. (d) The slight upturns in education degrees may signal the end of a long decline. This change may reflect renewed interest in teaching, resulting from recent efforts to enhance the profession. (e) With women still earning substantially fewer doctoral and professional degrees than men, opportunities for women to advance to higher levels of employment in some fields may be limited.

61 Woodland Street
Hartford, Connecticut 06105

(203) 566-3640

INTRODUCTION

The number of degrees conferred by Connecticut higher education institutions is an important measure of the system's capacity to produce educated citizens. These data are partial yet useful indicators of the available supply of college-educated personnel to meet employment demands in a society where jobs are requiring more sophisticated levels of analytic and technical skills.

Information on degrees conferred also provides a quantifiable measure of the productivity of higher education. While different types of institutions have different missions and goals, central to the operation of each is the emphasis on student progress toward degrees. Although part-time and non-credit enrollments indicate that more college students are pursuing work-related and personal objectives, as opposed to degrees, it is nonetheless appropriate to examine degree production. The state's economy and its society are enhanced by the numbers of students who complete their academic work and receive degrees.

This report describes the numbers of degrees conferred in Connecticut in 1985-86 by level of degree, discipline, and institution. It also presents data on trends and provides information for use in policy making.

Each higher education institution provided information for the report; the data were aggregated by the Department of Higher Education. The numbers reflect those students who were awarded degrees from July 1, 1985 to June 30, 1986. Disciplines are categorized according to the federal Classification of Instructional Programs, a system in use since 1981-82. Additional clarifications and definitions are listed on page 16.

DEGREES CONFERRED BY INSTITUTION

Overview

Connecticut colleges and universities conferred 27,430 degrees in 1985-86. The totals for each institution and degree level are presented in Table 1.

As in previous years, bachelor's degrees accounted for slightly more than half of all degrees (51.6% or 14,160 degrees), followed by master's degrees (23.0% or 6,301 degrees) and associate's degrees (19.3% or 5,293 degrees).

Public institutions awarded 14,252 degrees, 52.0% of the total. A substantial proportion of these degrees were in programs of two years or less, with public institutions awarding 86.8% of all certificates and 75.6% of all associate's degrees. The public and independent sectors each awarded about the same number of bachelor's degrees, while independent institutions awarded a greater proportion of graduate degrees, including master's (61.9%), doctoral (62.3%), and professional (65.9%) degrees.

TABLE I

DEGREES CONFERRED BY CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION BY INSTITUTION AND LEVEL 1985-86

	Certificates One Year or More	Associate's	Bachelor's	Master's	Doctoral	First-Professional	Total
Public Institutions							
University of Connecticut							
Storrs and Regional Campuses	23	0	3,077	1,102	174	196	4,572
UConn Health Center	0	0	0	0	0	120	120
Total	23	0	3,077	1,102	174	316	4,692
Connecticut State University							
Central	0	0	1,461	383	0	0	1,844
Eastern	0	14	590	90	0	0	694
Southern	0	4	1,103	687	0	0	1,794
Western	0	33	610	140	0	0	783
Total	0	51	3,764	1,300	0	0	5,115
Regional Community Colleges							
Asnuntuck	9	130	0	0	0	0	139
Greater Hartford	2	220	0	0	0	0	222
Housatonic	7	142	0	0	0	0	149
Manchester	57	614	0	0	0	0	671
Mattatuck	4	385	0	0	0	0	389
Middlesex	3	261	0	0	0	0	264
Mohegan	19	347	0	0	0	0	366
Northwestern Connecticut	0	136	0	0	0	0	136
Norwalk	6	296	0	0	0	0	302
Quinebaug Valley	1	112	0	0	0	0	113
South Central	11	184	0	0	0	0	195
Tunxis	59	228	0	0	0	0	287
Total	178	3,055	0	0	0	0	3,233
State Technical Colleges							
Greater New Haven	14	108	0	0	0	0	122
Hartford	0	173	0	0	0	0	173
Norwalk	0	149	0	0	0	0	149
Thames Valley	34	164	0	0	0	0	198
Waterbury	0	236	0	0	0	0	236
Total	48	830	0	0	0	0	878
Charter Oak College	0	68	123	0	0	0	191
TOTAL, State Institutions	249	4,004	6,964	2,402	174	316	14,109
U.S. Coast Guard Academy	0	0	143	0	0	0	143
TOTAL, Public Institutions	249	4,004	7,107	2,402	174	316	14,252
Independent Institutions							
Four-Year National							
Connecticut College	0	0	416	18	0	0	434
Trinity College	0	0	446	30	0	0	476
Wesleyan University	0	0	646	117	11	0	774
Yale University	0	0	1,314	1,364	259	389	3,326
Total	0	0	2,822	1,529	270	389	5,010
Four-Year Regional							
Albertus Magnus College	0	12	76	0	0	0	88
Bridgeport Engineering Institute	0	17	40	0	0	0	57
Fairfield University	0	0	760	234	0	0	994
Hartford Graduate Center	0	0	0	477	0	0	477
Hartford Seminary Foundation	0	0	0	1	6	0	7
Holy Apostles College	0	1	18	11	0	14	44
Paier College of Art, Inc.	16	8	41	0	0	0	65
Post College	0	157	149	0	0	0	306
Quinnipiac College	0	130	512	44	0	0	686
Sacred Heart University	0	187	415	125	0	0	727
St. Alphonsus College	0	0	7	0	0	0	7
St. Basil's College	0	0	9	0	0	0	9
St. Joseph College	0	0	140	105	0	0	245
University of Bridgeport	10	112	525	294	7	208	1,156
University of Hartford	0	180	956	433	5	0	1,574
University of New Haven	0	96	583	646	0	0	1,325
Total	26	900	4,231	2,370	18	222	7,767
Two-Year Independent							
Briarwood College	12	157	0	0	0	0	169
Hartford College for Women	0	44	0	0	0	0	44
Katharine Gibbs School, Inc.	0	23	0	0	0	0	23
Mitchell College	0	163	0	0	0	0	163
Mt. Sacred Heart College	0	2	0	0	0	0	2
Total	12	389	0	0	0	0	401
TOTAL, Independent Institutions	38	1,289	7,053	3,899	288	611	13,178
TOTAL, Public Institutions	249	4,004	7,107	2,402	174	316	14,252
TOTAL, All Institutions	287	5,293	14,160	6,301	462	927	27,430

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The four-year regional independent institutions awarded the most degrees (7,767, 28.3% of the total), followed by approximately equal numbers at the Connecticut State University (5,115, 18.6%) and the four-year national independent institutions (5,010, 18.3%). The University of Connecticut was fourth (4,572, 16.7%), and the regional community colleges were fifth (3,233, 11.8%). Each of the other types of institutions accounted for less than 10% of the total awards. The proportions of degrees awarded by various types of institutions generally followed full-time equivalent (FTE) enrollment proportions, although the ratio of degrees to FTEs was somewhat higher in the independent institutions (see Table 2).

TABLE 2

RATIO OF PROPORTIONS OF DEGREES/FTES
FOR TYPES OF INSTITUTIONS
1985-86

	Proportion of Total Degrees	Proportion of Total FTE	Ratio
Four-Year Regional	28.3	24.3	1.16
Four-Year National	18.3	15.8	1.16
Two-Year Independent	1.5	1.3	1.15
University of Connecticut and Health Center	17.1	17.6	.97
Connecticut State University	18.6	21.6	.86
Regional Community College	11.8	14.4	.82
State Technical College	3.2	4.2	.76
TOTAL, Public	52.0	58.6	.89
TOTAL, Independent	48.0	41.4	1.16

Trends and Changes Over Time

Degree-granting patterns (see Table 3) have remained fairly stable over the past 10 years with minor exceptions. For example, a decline in bachelor's degrees in 1978-79 was steep enough to affect the total. Since then, the numbers of bachelor's degrees have increased steadily, with the 1985-86 totals surpassing by 290 those at the beginning of the decade. Master's degrees ranked second during the 10-year period with the exception of 1983-84, when more associate's degrees were awarded. Associate's degrees dropped slightly in 1985-86 for the second consecutive year.

TABLE 3

DEGREES CONFERRED IN CONNECTICUT
BY YEAR, SECTOR, AND LEVEL
1975-76 TO 1985-86

	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981	1981-1982	1982-1983	1983-1984	1984-1985	1985-1986
Public Institutions											
Certificates	199	253	291	239	275	305	250	257	313	215	249
Associate's	3,808	4,147	4,111	4,075	4,061	4,075	4,092	4,583	4,699	4,490	4,004
Bachelor's	7,632	7,489	7,462	7,117	6,811	6,921	6,705	6,705	6,739	6,828	7,107
Master's	3,499	3,498	3,340	3,045	2,937	2,944	2,605	2,518	2,260	2,278	2,402
Doctoral	217	200	189	161	194	205	168	159	195	181	174
First-Professional	279	299	296	338	337	295	314	312	314	321	316
TOTAL	15,634	15,886	15,689	14,975	14,615	14,745	14,134	14,534	14,520	14,313	14,252
Independent Institutions											
Certificates	2	1	10	69	32	34	37	33	20	31	38
Associate's	1,213	1,199	1,346	1,421	1,347	1,328	1,376	1,323	1,322	1,310	1,289
Bachelor's	6,238	6,126	6,207	5,880	6,355	6,568	6,692	6,738	6,763	6,879	7,053
Master's	3,260	3,179	3,113	3,156	3,153	3,485	3,441	3,579	3,600	3,550	3,899
Doctoral	362	327	348	351	310	278	314	311	320	291	288
First-Professional	373	348	372	382	605	501	485	574	561	642	611
TOTAL	11,448	11,180	11,396	11,259	11,802	12,194	12,345	12,558	12,586	12,703	13,178
All Institutions											
Certificates	201	254	301	308	307	339	287	290	333	246	287
Associate's	5,021	5,346	5,457	5,496	5,408	5,403	5,468	5,906	6,021	5,800	5,293
Bachelor's	13,870	13,615	13,669	12,997	13,166	13,489	13,397	13,443	13,502	13,707	14,160
Master's	6,759	6,677	6,453	6,201	6,090	6,429	6,046	6,097	5,860	5,828	6,301
Doctoral	579	527	537	512	504	483	482	470	515	472	462
First-Professional	652	647	668	720	942	796	799	886	875	963	927
GRAND TOTAL	27,082	27,066	27,085	26,234	26,417	26,939	26,479	27,092	27,106	27,016	27,430

Two obvious trends were apparent in degrees awarded by sector. First, the number of bachelor's degrees awarded in the public sector fell steadily until 1981-82, while the numbers in the independent institutions increased from 1979-80. Since 1981, each sector has awarded almost equal numbers of bachelor's degrees, with growth occurring in both public and independent institutions.

The second notable trend was the pattern of master's degrees. The independent institutions awarded the greatest proportion of these degrees in 1978-79 and each year since. At public institutions, the steady decline in numbers of master's degrees ended in 1983-84, although the independent institutions continued to surpass the public sector in the awarding of these degrees.

Conclusions and Implications

Awards of bachelor's and master's degrees have increased in both public and independent institutions, while the numbers of other degrees have declined. This pattern of fewer people pursuing degrees in programs of two years or less and at advanced levels may signal changes in the college-educated workforce, particularly those available for lower, entry-level positions and for advanced work in critical fields.

In recent years, the state has begun to experience declines in total headcount enrollment despite growth in numbers of part-time students. In examining degree production, the effects of changes in attendance patterns are more significant than changes in headcount enrollments, because part-time students take longer to obtain degrees. Using FTE enrollment rather than headcounts in analyzing degree patterns accounts for increasing percentages of part-time students. The proportion of degrees awarded by various types of institutions, while showing shifts in absolute numbers, has remained relatively constant when compared to FTE enrollment. This pattern suggests that part-time students are earning degrees at a rate consistent with their attendance. These considerations are particularly important in analyzing degree production of public institutions, where a large proportion of headcount enrollment, especially at the regional community colleges, is part-time. Therefore, apparent declines in degrees at various types of institutions need to be examined in light of FTEs to determine if declines are related to growing part-time enrollments.

AWARDS IN VARIOUS DISCIPLINES BY LEVEL OF DEGREE

Overview

The greatest proportion of degrees was awarded in business and management (see Figure 1). When associate's degrees in business and office were added to upper level business degrees, these awards accounted for 24.8% of all degrees in all disciplines. As was the case in 1984-85, education and social sciences had the next largest number of degrees awarded. Table 4 indicates the number and type of degrees awarded in each discipline.

FIGURE 1

TOTAL DEGREES AWARDED
IN TOP DISCIPLINES
1985-86

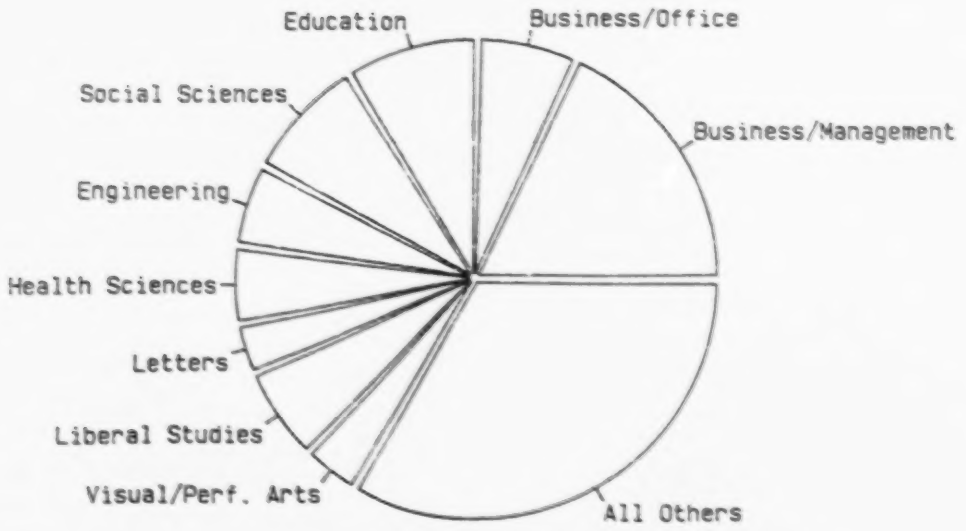


TABLE 4

DEGREES CONFERRED BY CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION BY DISCIPLINE 1985-86

Discipline	Certificates One Year or More	Associate's	Bachelor's	Master's	Doctoral	First-Professional	Total	Rank
01 Agribusiness and Agricultural Production	23	0	9	4	3	0	39	35
02 Agricultural Sciences	0	0	74	17	2	0	93	31
03 Renewable Natural Resources	0	0	9	86	5	0	100	30
04 Architecture and Environmental Design	12	9	62	53	0	0	136	29
05 Area and Ethnic Studies	0	0	198	38	2	0	238	24
06 Business and Management	3	17	3,258	1,690	8	0	4,976	1
07 Business and Office	81	1,735	16	0	0	0	1,832	4
08 Marketing and Distribution	5	175	209	0	0	0	389	19
09 Communications	0	9	353	69	0	0	431	18
10 Communication Technologies	3	18	0	0	0	0	21	38
11 Computer and Information Sciences	5	0	373	208	5	0	591	15
13 Education	0	17	753	1,631	62	0	2,463	2
14 Engineering	0	0	1,177	327	27	0	1,531	6
15 Engineering and Engineering-Related Technologies	0	791	40	2	0	0	833	11
16 Foreign Languages	0	0	158	42	20	0	220	26
17 Allied Health	51	313	259	33	0	0	656	14
18 Health Sciences	0	282	612	310	27	224	1,455	7
19 Home Economics	0	2	214	31	0	0	247	23
20 Vocational Home Economics	26	168	0	11	0	0	205	28
22 Law	2	87	18	38	5	571	721	13
23 Letters	0	0	843	68	24	0	935	9
24 Liberal/General Studies	3	1,433	315	0	0	0	1,751	5
25 Library and Archival Sciences	10	1	2	70	0	0	83	33
26 Life Sciences	0	0	598	137	66	0	801	12
27 Mathematics	0	0	332	41	10	0	383	20
30 Multi/Interdisciplinary Studies	0	0	293	5	4	0	302	21
31 Parks and Recreation	0	26	41	17	0	0	84	32
36 Leisure and Recreational Activities	0	4	0	0	0	0	4	39
38 Philosophy and Religion	0	0	163	35	12	0	210	27
39 Theology	0	1	0	85	6	132	224	25
40 Physical Sciences	0	0	276	140	70	0	486	16
41 Science Technologies	0	36	0	0	0	0	36	36
42 Psychology	0	0	650	162	25	0	837	10
43 Protective Services	5	113	111	19	0	0	248	22
44 Public Affairs	1	9	74	383	0	0	467	17
45 Social Sciences	0	1	1,973	261	58	0	2,293	3
47 Mechanics and Repairers	22	0	0	0	0	0	22	37
48 Precision Production	23	17	0	0	0	0	40	34
50 Visual and Performing Arts	12	29	697	288	21	0	1,047	8
TOTAL	287	5,293	14,160	6,301	462	927	27,430	-

Certificates of One Year or More. Certificates were awarded to 287 students. The largest disciplines at this level were business and office (81 certificates) and allied health (51 certificates), accounting for 28.2% and 17.8%, respectively, of all certificates.

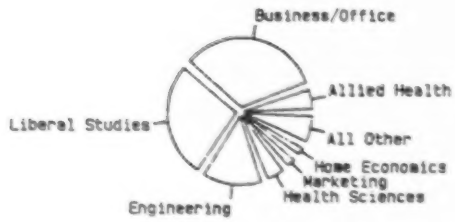
Associate's Degrees. The largest category of the 5,293 associate's degrees was also business and office (1,735 degrees), followed by liberal/general studies (1,433). Together, these two disciplines accounted for 59.9% of all associate's degrees. Engineering and engineering-related technologies degrees were a distant third, with 791 awards. The proportions are displayed in Figure 2.

Bachelor's Degrees. The largest degree category was the bachelor's level, with 14,160 degrees (see Figure 2). The greatest number was awarded in business and management (3,258), followed by social sciences (1,973), engineering (1,177), and letters (843). These awards accounted for 51.2% of all bachelor's degrees.

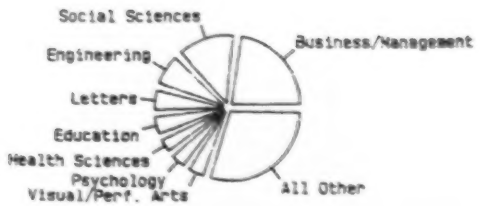
Master's Degrees. Continuing the pattern of bachelor's degrees, 1,690 master's degrees were awarded in business and management. Education was a close second, with 1,631. These disciplines made up 52.7% of the 6,301 master's awards, as shown in Figure 2.

FIGURE 2

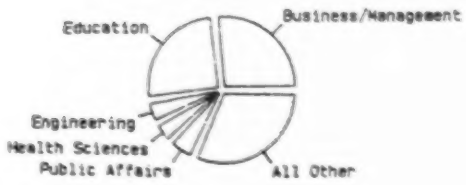
ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES
AWARDED BY DISCIPLINE
1985-86



Associate's Degrees



Bachelor's Degrees



Master's Degrees

Doctoral and Professional Degrees. Four fields of study accounted for the majority of doctoral degrees: physical sciences (70), life sciences (66), education (62), and social sciences (58). Professional degrees were awarded in law (571), health sciences (224), and theology (132).

Trends and Changes Over Time by Discipline and Type of Institution

Associate's Degrees. Degrees in business and office have shown general growth over the past several years at the regional community colleges, at the regional independent institutions, and in the overall proportion of the total. Over the past three years, the number of associate's degrees in engineering and engineering-related technologies has fallen at the state technical colleges and at the regional independent institutions. Degrees in liberal/general studies have declined steadily over the past few years at the regional community colleges. The overall proportion of these awards also dropped, due in large part to a program change at Mohegan Community College. These data are contained in Table 5.

The total number of associate's degrees has dropped for the past three years, with awards in 1985-86 down 8.7% over the preceding year.

Bachelor's Degrees. Business and management degrees continued to increase in frequency at Connecticut State University (CSU) and the regional independent institutions, although the University of Connecticut experienced declines in this discipline (see Table 6). Social science degrees were up at the University of Connecticut and at the national independent institutions. During the past five years, bachelor's degrees in education fluctuated, with the exception of CSU where the pattern was one of decline.

In terms of overall proportions, business and management accounted for 23.0% of all bachelor's degrees, by far the largest area. Very slight declines, however, have occurred since 1983-84 in these degrees as a proportion of total bachelor's awards. The proportion of degrees awarded in social sciences increased after periods of decline and stability. Although the number of bachelor's degrees in education increased slightly in 1986, these degrees continued to decline as a proportion of the total. The drop of only 0.1% from 1985 to 1986, however, was very slight, especially when compared to declines in previous years. After four years of growth, both the number and proportion of engineering degrees fell in 1985-86.

Master's Degrees. At the University of Connecticut, master's degrees in business and in education fell over the past five years, while those in public affairs increased. Fluctuations occurred in engineering and health sciences. At CSU, master's degrees in education increased following four years of steady decline. The national independent institutions also experienced slight growth in education degrees over the last three years, and engineering degrees were up during the five year period. At the regional independent institutions, both business and public affairs master's degrees increased. These data are presented in Table 7.

TABLE 5

ASSOCIATE'S DEGREES AWARDED IN CONNECTICUT BY TYPE OF INSTITUTION AND DISCIPLINE 1981-82 TO 1985-86

	Connecticut State University					Regional Community College				
Discipline	81-82	82-83	83-84	84-85	85-86	81-82	82-83	83-84	84-85	85-86
Allied Health	-	-	-	-	-	262	232	243	259	230
Business and Office	-	-	-	-	-	979	1,030	1,069	1,074	1,116
Engineering & Engineering Related Technologies	-	-	-	-	-	15	10	14	8	18
Health Sciences	-	-	-	-	-	257	236	236	262	196
Liberal/General Studies	66	54	43	48	42	1,135	1,580	1,596	1,408	1,053
Marketing & Distribution	-	-	-	-	-	97	83	98	91	88
Protective Services	1	4	2	3	9	99	88	77	85	89
Vocational Home Economics	-	-	-	-	-	121	99	143	119	137
Total, All Other	-	-	-	-	-	156	172	139	158	128
TOTAL, All Disciplines	67	58	45	51	51	3,121	3,530	3,615	3,464	3,055

	State Technical College					Charter Oak College				
Discipline	81-82	82-83	83-84	84-85	85-86	81-82	82-83	83-84	84-85	85-86
Allied Health	-	-	-	-	-	-	-	-	-	-
Business and Office	135	130	134	100	72	-	-	-	-	-
Engineering & Engineering Related Technologies	639	736	803	797	704	-	-	-	-	-
Health Sciences	-	-	-	-	-	-	-	-	-	-
Liberal/General Studies	-	-	-	-	-	99	103	84	58	68
Marketing & Distribution	-	-	-	-	-	-	-	-	-	-
Protective Services	17	12	9	14	9	-	-	-	-	-
Vocational Home Economics	-	-	-	-	-	-	-	-	-	-
Total, All Other	14	14	9	6	45	-	-	-	-	-
TOTAL, All Disciplines	805	892	955	917	830	99	103	84	58	68

	Four-Year Regional Independent					Two-Year Independent				
Discipline	81-82	82-83	83-84	84-85	85-86	81-82	82-83	83-84	84-85	85-86
Allied Health	84	62	44	45	44	42	40	28	50	39
Business and Office	314	299	340	350	388	124	140	144	162	159
Engineering & Engineering Related Technologies	107	76	103	84	63	10	5	9	6	6
Health Sciences	114	164	108	117	86	-	-	-	-	-
Liberal/General Studies	178	152	194	156	180	82	88	88	102	90
Marketing & Distribution	66	43	45	26	38	41	42	41	40	49
Protective Services	29	15	11	9	6	-	-	-	-	-
Vocational Home Economics	14	10	14	12	14	12	11	14	11	17
Total, All Other	102	135	107	107	81	57	41	32	33	29
TOTAL, All Disciplines	1,008	956	966	906	900	368	367	356	404	389

	TOTAL ASSOCIATE'S - ALL SCHOOLS									
	Number					Percent				
Discipline	81-82	82-83	83-84	84-85	85-86	81-82	82-83	83-84	84-85	85-86
Allied Health	388	334	315	354	313	7.1%	5.7%	5.2%	6.1%	5.9%
Business and Office	1,552	1,599	1,687	1,686	1,735	28.4%	27.1%	28.0%	29.1%	32.8%
Engineering & Engineering Related Technologies	771	827	929	895	791	14.1%	14.0%	15.4%	15.4%	14.9%
Health Sciences	371	400	344	379	282	6.8%	6.8%	5.7%	6.5%	5.3%
Liberal/General Studies	1,560	1,977	2,005	1,772	1,433	28.5%	33.5%	33.3%	30.6%	27.1%
Marketing & Distribution	204	168	184	157	175	3.7%	2.8%	3.1%	2.7%	3.3%
Protective Services	146	119	99	111	113	2.7%	2.0%	1.6%	1.9%	2.1%
Vocational Home Economics	147	120	171	142	168	2.7%	2.0%	2.8%	2.4%	3.2%
Total, All Other	329	362	287	304	283	6.0%	6.1%	4.8%	5.2%	5.3%
TOTAL, All Disciplines	5,468	5,906	6,021	5,800	5,293	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 6

BACHELOR'S DEGREES AWARDED IN CONNECTICUT BY TYPE OF INSTITUTION AND DISCIPLINE 1981-82 TO 1985-86

Discipline	University of Connecticut					Connecticut State University				
	81-82	82-83	83-84	84-85	85-86	81-82	82-83	83-84	84-85	85-86
Business and Management	586	581	550	528	508	970	1,086	1,267	1,305	1,393
Education	127	99	119	103	109	796	717	587	534	524
Engineering	333	343	341	375	369	142	141	167	158	164
Health Sciences	186	205	200	222	226	147	151	163	168	175
Letters	225	222	202	232	239	145	107	112	123	114
Psychology	104	114	99	115	105	227	195	209	180	208
Social Sciences	367	395	367	404	432	367	302	282	256	298
Visual and Performing Arts	94	100	113	97	110	76	109	131	114	113
Total, All Other	856	830	834	853	979	668	699	669	748	775
TOTAL, All Disciplines	2,878	2,889	2,825	2,929	3,077	3,538	3,507	3,587	3,586	3,764

Discipline	Charter Oak College					U.S. Coast Guard Academy				
	81-82	82-83	83-84	84-85	85-86	81-82	82-83	83-84	84-85	85-86
Business and Management	-	-	-	-	-	30	19	30	16	10
Education	-	-	-	-	-	-	-	-	-	-
Engineering	-	-	-	-	-	72	85	97	103	58
Health Sciences	-	-	-	-	-	-	-	-	-	-
Letters	-	-	-	-	-	-	-	-	-	-
Psychology	-	-	-	-	-	-	-	-	-	-
Social Sciences	-	-	-	-	-	21	18	14	24	17
Visual and Performing Arts	-	-	-	-	-	-	-	-	-	-
Total, All Other	133	148	133	122	123	33	39	53	48	58
TOTAL, All Disciplines	133	148	133	122	123	156	161	194	191	143

Discipline	Four-Year National Independent					Four-Year Regional Independent				
	81-82	82-83	83-84	84-85	85-86	81-82	82-83	83-84	84-85	85-86
Business and Management	26	2	1	1	-	1,170	1,254	1,291	1,316	1,347
Education	-	-	-	-	-	147	110	129	108	120
Engineering	56	47	74	70	60	300	404	408	484	526
Health Sciences	-	-	-	-	-	283	286	210	221	211
Letters	361	388	370	378	370	124	102	131	123	120
Psychology	166	173	181	188	198	239	195	157	156	139
Social Sciences	941	920	877	912	949	365	319	293	274	277
Visual and Performing Arts	267	230	219	219	220	173	165	221	214	254
Total, All Other	966	969	1,019	1,077	1,025	1,108	1,174	1,182	1,138	1,237
TOTAL, All Disciplines	2,783	2,729	2,741	2,845	2,822	3,909	4,009	4,022	4,034	4,231

Discipline	TOTAL BACHELOR'S - ALL SCHOOLS									
	Number					Percent				
	81-82	82-83	83-84	84-85	85-86	81-82	82-83	83-84	84-85	85-86
Business and Management	2,782	2,942	3,139	3,166	3,258	20.8%	21.9%	23.2%	23.1%	23.0%
Education	1,070	926	835	745	753	8.0%	6.9%	6.2%	5.4%	5.3%
Engineering	903	1,020	1,087	1,190	1,177	6.7%	7.6%	8.1%	8.7%	8.3%
Health Sciences	616	642	573	611	612	4.6%	4.8%	4.2%	4.5%	4.3%
Letters	855	819	815	856	843	6.4%	6.1%	6.0%	6.2%	6.0%
Psychology	736	677	646	639	650	5.5%	5.0%	4.8%	4.7%	4.6%
Social Sciences	2,061	1,954	1,833	1,870	1,973	15.4%	14.5%	13.6%	13.6%	13.9%
Visual and Performing Arts	610	604	684	644	697	4.6%	4.5%	5.1%	4.7%	4.9%
Total, All Other	3,764	3,859	3,890	3,986	4,197	28.1%	28.7%	28.8%	29.1%	29.6%
TOTAL, All Disciplines	13,397	13,443	13,502	13,707	14,160	100.0%	100.0%	100.0%	100.0%	100.0%

In addition to data on numbers of master's degrees, Table 7 presents proportions of total master's awarded in various disciplines. These data indicate that, although absolute numbers continued to increase, 1985-86 marked the first drop in the past five years in business and management as a percentage of total master's degrees. Although some institutions experienced growth in education degrees, the overall proportions continued to decline, evidence that the slight growth in numbers of education degrees did not keep pace with overall growth at the degree level. During the five-year period, both engineering and public affairs degrees increased as a percentage of total master's degrees.

TABLE 7

MASTER'S DEGREES AWARDED IN CONNECTICUT
BY TYPE OF INSTITUTION AND DISCIPLINE
1981-82 TO 1985-86

	University of Connecticut					Connecticut State University				
Discipline	81-82	82-83	83-84	84-85	85-86	81-82	82-83	83-84	84-85	85-86
Business and Management	353	341	301	296	246	24	32	32	65	64
Education	294	267	220	208	203	1,096	1,037	920	881	944
Engineering	78	61	70	68	86	-	-	-	-	-
Health Sciences	67	63	80	64	74	29	18	20	21	22
Public Affairs	187	209	190	215	259	-	3	21	25	26
TOTAL, All Other	185	239	205	205	234	292	248	201	230	244
TOTAL, All Disciplines	1,164	1,180	1,066	1,056	1,102	1,441	1,338	1,194	1,222	1,300

	Four-Year National Independent					Four-Year Regional Independent				
Discipline	81-82	82-83	83-84	84-85	85-86	81-82	82-83	83-84	84-85	85-86
Business and Management	139	158	158	136	190	1,010	1,011	1,040	1,085	1,190
Education	106	114	90	99	102	500	508	438	377	382
Engineering	23	25	28	38	66	158	148	162	153	175
Health Sciences	171	164	168	161	178	21	21	20	20	36
Public Affairs	10	6	4	10	5	35	60	64	66	93
TOTAL, All Other	870	935	953	908	988	398	429	475	497	494
TOTAL, All Disciplines	1,319	1,402	1,401	1,352	1,529	2,122	2,177	2,199	2,198	2,370

	TOTAL MASTER'S - ALL SCHOOLS									
	Number					Percent				
Discipline	81-82	82-83	83-84	84-85	85-86	81-82	82-83	83-84	84-85	85-86
Business and Management	1,526	1,542	1,531	1,582	1,690	25.2%	25.3%	26.1%	27.1%	26.8%
Education	1,996	1,926	1,668	1,565	1,631	33.0%	31.6%	28.5%	26.9%	25.9%
Engineering	259	234	260	259	327	4.3%	3.8%	4.4%	4.4%	5.2%
Health Sciences	288	266	288	266	310	4.8%	4.4%	4.9%	4.6%	4.9%
Public Affairs	232	278	279	316	383	3.8%	4.6%	4.8%	5.4%	6.1%
TOTAL, All Other	1,745	1,851	1,834	1,840	1,960	28.9%	30.4%	31.3%	31.6%	31.1%
TOTAL, All Disciplines	6,046	6,097	5,860	5,828	6,301	100.0%	100.0%	100.0%	100.0%	100.0%

Conclusions and Implications

For the first time in recent years, the decline in education degrees appeared to stabilize (see Table 8). Although changes from 1984-85 to 1985-86 were slight (up 1.1% at the bachelor's level, and up 4.2% at the master's level), this growth follows a long period of major decline. In terms of overall degree production, 29.6% fewer degrees were awarded in 1985-86 than in 1981-82 at the bachelor's level. Over the same period, master's degrees dropped by 18.3%.

TABLE 8

BACHELOR'S AND MASTER'S DEGREES IN EDUCATION
PERCENT CHANGE
YEAR TO YEAR

	1982 to 1983	1983 to 1984	1984 to 1985	1985 to 1986	1982 to 1986
Bachelor's	-13.5%	- 9.8%	-10.8%	+ 1.1%	-29.6%
Master's	- 3.5%	-13.4%	- 6.2%	+ 4.2%	-18.3%

It is too early to pronounce the beginning of an increase in education degrees. There are indications, however, that enrollment in education programs is growing, nationally and in Connecticut. Recent state efforts to enhance the teaching profession, including salary increases and improvements in working conditions, may be stimulating a resurgance of interest in education careers. Continued monitoring of trends in enrollments and degrees is needed to determine if this apparent renewal has indeed materialized. Without increases in education degrees, particularly at the bachelor's level, the state could face serious teacher shortages.

Degree-granting patterns in business and management also have policy implications. Although some institutions awarded fewer degrees, the overall trends of growth continued (see Table 9). Over the past five years, bachelor's degrees in business were up by 17.1%, while master's degrees were up by 10.7%.

TABLE 9

BACHELOR'S AND MASTER'S DEGREES IN BUSINESS AND MANAGEMENT
PERCENT CHANGE
YEAR TO YEAR

	1982 to 1983	1983 to 1984	1984 to 1985	1985 to 1986	1982 to 1986
Bachelor's	+ 5.8%	+ 6.7%	+ 0.9%	+ 2.9%	+17.1%
Master's	+ 1.0%	- 0.7%	+ 3.3%	+ 6.8%	+10.7%

Continued growth in business degrees may signal impending oversupplies of qualified job applicants. In addition, student demand for programs in business and management may constrain institutional assignments of faculty and resources. The rapid and continued growth of the discipline also indicates some potential shifts in institutional mission and character.

DEGREES AWARDED TO WOMEN

As in previous years, women earned a majority of total degrees (see Table 10). Women received fewer degrees at the doctoral and professional levels than did men, with most of their awards at the master's level and below.

Women earned substantial proportions of degrees in business/office, health, home economics, education, and psychology. Men earned the majority of degrees in business/management, engineering, computer and information sciences, physical sciences, life sciences, and social sciences. In addition, men accounted for the majority of degrees in the professional programs of law, medicine, and theology.

TABLE 10

DEGREES CONFERRED TO MEN AND WOMEN
BY LEVEL
1985-86

	MEN		WOMEN	
	Number	Percent	Number	Percent
Certificates	95	33.1%	192	66.9%
Associates	2,168	41.0%	3,125	59.0%
Bachelors	6,727	47.5%	7,433	52.5%
Masters	3,069	48.7%	3,232	51.3%
Doctoral	293	63.4%	169	36.6%
First-Professional	570	61.5%	357	38.5%
TOTAL	12,922	47.1%	14,508	52.9%

POLICY IMPLICATIONS

Degree-granting patterns presented in this report merit consideration in policy making.

First, larger numbers of part-time students, particularly in some of the public institutions, have contributed to slowed degree production. Comparisons of degrees conferred with full-time-equivalent (FTE) enrollments, however, indicate that part-time students are earning degrees at rates generally consistent with their attendance. As part-time enrollments increase, the pattern of fewer degrees in two-year public institutions is likely to continue. These trends provide partial evidence that higher education institutions are attracting more non-traditional students and that these students are successfully completing their programs of study.

Second, the number of education degrees remains substantially lower than it was five years ago. Although the decline appears to be stabilizing, it is too soon to pronounce its end. Recent state initiatives to enhance the profession may affect entry into education programs in both a positive and negative fashion. For example, increased teacher salaries are likely to heighten interest in education, while program entry requirements, including tests, may reduce the pool of potential education degree seekers. The effect of these and other actions, as well as state and national enrollment trends in education, must be monitored over the next several years before definitive trends can be identified. The threat of impending teacher shortages has not disappeared.

Third, fewer associate's degrees were awarded in 1985-86 than in any of the preceding 10 years. Similarly, doctoral degrees reached an all-time low. These declines have implications for potential numbers of qualified employees at entry and advanced levels. Recent workforce analyses, including Jobs for Connecticut's Future, project growth in the service industry and in entry-level positions in pharmaceutical, engineering, and health-related professions. These growth areas may suffer shortages of college-educated employees if present trends in associate's degrees continue.

Finally, in disciplines experiencing growth, policies must be developed to foster program quality while assuring that growing demands for services and programs are met. Issues for consideration on campuses include faculty assignments, teaching loads, and resource allocations, while state policy makers may need to address program expansion or creation. Similarly, in areas of decline, strategies may be needed to manage retrenchment or to reach wider audiences of potential students. Whether in areas of growth or decline, issues related to student retention, admissions criteria, academic standards, and faculty qualifications merit careful attention in state and institutional policy development.

INTERPRETIVE NOTES

1. A four-year independent institution is defined as a national institution if more than 65% of its full-time undergraduates are from out of the state and its total enrollment exceeds 300 students. The remaining independent institutions are defined as regional institutions.

2. Sixth-year certificates and all other intermediate post-baccalaureate awards are included with data for master's degrees.

3. Institutional corrections of data reported to the Department of Higher Education are reflected in this report. These corrections include the following changes: (1) the addition of 43 certificates awarded in 1983-84 at Thames Valley State Technical College that were omitted from that year's reporting; (2) the addition of 76 associate's degrees awarded by Mohegan Community College and omitted from reporting in 1982-83; and (3) the addition of 304 degrees not reported for Southern Connecticut State University in 1982-83.

4. Mohegan Community College changed its procedure for reporting associate's degrees in 1982-83 to include previously unreported degrees awarded to program completers at the U.S. Submarine Base Navy Campus for Achievement (NCFA) in Groton. As a result of these awards, there is an apparent increase in the overall number of associate's degrees awarded in 1982-83. This difference reflects a procedural rather than substantive change, however, and it should not be viewed as a significant increase. Rather, trend information prior to 1982-83 and from 1982-83 forward should be examined separately for indications of changes in the numbers of associate's degrees awarded.

This report was prepared by Dr. Martha C. Highsmith, Director of Research, Connecticut Department of Higher Education